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## APPENDICES

### APPENDIX: 1

#### Typology on Qualitative Evaluation Approach

Description / definition	<p>Qualitative (or “naturalistic”) evaluation approaches involve the use of predominantly qualitative research methods to describe and evaluate the performance of programmes in their natural settings, focusing on the process of implementation rather than on (quantifiable) outcomes.</p> <p>Empowerment evaluation is the use of evaluation concepts, techniques and findings to foster improvement and self-determination (Fetterman)</p>	
Design classification	Empirical	Hybrid data
	Numeric and textual data	Medium control
Key research questions	Descriptive questions: evaluative questions.	
More specialized design types	Fourth generation evaluation (Guba and Lincoln), naturalistic evaluation (Patton), empowerment evaluation (Fetterman)	
Typical application	<p>Naturalistic and empowerment evaluations are most frequently used in empirical evaluations (rather than outcome evaluations), especially where there is a specific focus on formative evaluation. These are also preferred designs when working with developing communities where participation by the participants in the evaluation is desirable.</p>	
Meta-theory	<p>Interpretive meta-theories are linked to naturalistic (Patton) and fourth-generation (Guba and Lincoln) approaches to programme empowerment evaluation approaches (Fetterman).</p>	
Conceptualization / mode of reasoning	<p>Normally inductive and a-theoretical, which links with assumptions about consultation and participation (naturalistic inquiry).</p>	
Selection of cases / sampling	<p>Case selection mostly consist of “theoretical sampling” in naturalistic evaluation designs.</p>	
Mode of observation / source of data	<p>Preference for qualitative and participatory methods, such participant observation and semi-structured interviewing.</p>	
Analysis	<p>Qualitative and participatory methods.</p>	
Strengths	<p>Establish rapport and trust with research subject; high</p>	



	construct validity; insider perspective. The collaborative and participatory nature of this design minimizes suspicion and distrust of research with a concomitant increase in trust and credibility.
Limitations	The emphasis on naturalistic forms of inquiry makes it difficult to evaluate programme outcomes systematically and rigorously. The result is that strong causal inferences regarding programme benefits and impact are difficult, if not impossible, to make.
Main sources of error	Errors typically associated with naturalistic studies, e.g. observer and interviewer bias, as well as lack of rigorous control (no control groups or randomization of subjects).
Additional reading and websites	For text on naturalistic or qualitative evaluation, see Dorr-Bremme (1985), Guba (1987), Lincoln and Guba (1986), Patton (1990) and Tessmer (1994).  For texts on empowerment evaluation, see Fetterman et al. (1996), Patton (1997) and Scriven (1997).  Websites:  Empowerment evaluation: <a href="http://www.stanford.edu/~davidf/empowermentevaluation.html">http://www.stanford.edu/~davidf/empowermentevaluation.html</a>  Fourth-generation evaluation: <a href="http://www.srds.ndirect.co.uk/4th.htm">http://www.srds.ndirect.co.uk/4th.htm</a>

Source: Mouton (2002:161) *Evaluation research: qualitative (naturalistic) and empowerment evaluation*

## APPENDIX: 2

### Ethnographic Research Model

Description/definition	Studies that are usually qualitative in nature and that aim to Provide an in-depth description of a small number (less than 50)	
Design classification	Empirical	Hybrid data
	Text and numeric	Low control
Key research questions	Exploratory and descriptive question	
Typical application	Case studies of companies or organisations (business studies); case study in social work research (focus on the family; household; small communities); case studies in political science where countries/nations or regions are studied as cases.	
Meta-theory	Various sociological theories (symbolic interactionism; <i>Verstehen</i> ) and other more humanistic-interpretive	

	traditions (phenomenology; semiotics; cultural anthropology) are intellectually linked to ethnographic case studies.
Conceptualisation/mode of reasoning	Inductive; a-theoretical. No hypothesis is formulated. In some cases certain “general ideas” or “expectations” act to guide the empirical research.
Selection of cases / sampling	Theoretical or judgement sampling.
Mode of observation / sources of data	Participant observation; semi-structured interviewing (individual and focus group); use of documentary sources and other existing data.
Analysis	Analysis induction (Znianieck); grounded theory approach (Classer and Strauss).
Strengths	High construct validity; in-depth insights; establishing rapport with research subjects.
Limitations	Lack of generalisability of results: non-standardisation of measurement: data collection and analysis can be very time consuming.
Main sources of error	Potential bias of researcher; lack of rigour in analysis; The best <i>introductory texts</i> are by Stake (1995) and Yin (1994). Other well-known text are Kohler Riessman (1994), Hamel et al. (1993), Smith et al. (1982), Yin (1993), Rose (1991), Stoeker (1991) and Ives (1986).
Additional reading and websites	<p>Studies that look at specific <i>disciplinary application</i> are in education (Binneberg, 1985), psychology (Bromley, 1986), clinical research (Behling et al., 1984), marketing (Bonoma, 1985), and management studies (Lee, 1983).</p> <p>For a more philosophical account of the epistemological foundations of case study research, see Ragin et al. (1992). You will find a comprehensive reading list of case studies in Dufour et al. (1992).</p> <p>Website: <a href="http://www.misq.org/misqd961/isworld/">www.misq.org/misqd961/isworld/</a></p>

Source: Mouton (2001:149) *Ethnographic research: case studies*.

**APPENDIX: 3**
**Qualitative Approaches**

<b>Research approaches</b>	<b>Informing theoretical perspective</b>	<b>Research focus</b>	<b>Data collection procedures</b>	<b>Research outcome</b>	<b>References</b>
Action research	Lewinian field theory	Planning, executing and learning from an intervention to develop a system	Semi-structured interview	Intervention supporting transformation and knowledge on transformation	Argyris and Schon.1978; Argyris, Putman, and Smith, 1985; Elden and Chisolm, 1993; Reason, 1988; Reason and Rowen, 1981
Case study	No specific perspective	Varies depending on the unit or process investigated	Semi-structured interviews; survey instruments	A case write-up of the unit or process investigation. This may be subject to further analysis to produce a theoretical account	Stake, 1995; Yin, 1994
Ethnography	Cultural theory	The routine habits of thinking and behaviour that characterize a particular setting	Extended participant observation; unstructured interviews; archival materials	Detailed, contextually specified cultural portrait of the phenomenon study	Agar, 1980; Hammersley and Akinson, 1986; Spradley and McCurdy, 1972
Grounded theory	Symbolic interactionism	The meanings and experience of the researched	Participant observation; semi-structured interviews; archival	Conceptual framework explaining the phenomenon studied	Glaser and Strauss, 1967; Glaser, 1978; Strauss,

		and the patterns of action that flow from them	materials		1987; Strauss and Corbin, 1998
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*Source: Rogelberg (2002:108) Comparison of major qualitative research approaches*

#### APPENDIX: 4

##### Documental Evidence

DOCUMENT DESCRIPTION	ISSUES & THEMES	INVESTIGATION STAGE	EVALUATION VALIDITY	SOURCES
Central Governance Agency Executive Director Presentation	Policy framework: State owned enterprises (SOE)	Empirical evaluation & findings report	Policy analysis: framework for reform	Central Governance Agency
Consultation Team Interviews: Post - Project Team Leader OPM, Jun.2005	Questionnaire: Performance Management System (PSM)	Action Research/ Structured interview	Observation; Participation;	OPM Interviews
Department of Public Service and Administration Public Service Review Report <b>South Africa</b> , 1999/2000	Public Service: Changing form & Composition; Challenges for improving the management and performance;	Measuring technical competency level & assess reform impact	Documental evidence	Yahoo search engines
Government Service Act, 1980 (Act 2 of 1980) as amended, 1981 Parliament of South Africa	Definitions, Appointments, Promotion, Transfer, Retirement,	Policy Analysis: Reform process	Democratic Governance	Legal Assistance Center (LAC) Library, Windhoek

Graduate's Work /Organisational change and student' attribute UCE Birmingham, (1997)	Recruitment; Employee development;	Policy Analysis: Selection values; Public service appointments;	Conceptual Analysis	<a href="http://www.uce.ac.uk/crq/publications/gw/gwch3.html">http://www.uce.ac.uk/crq/publications/gw/gwch3.html</a>
Namibia Vision 2030: Policy Framework for long-term National Development (main document)	Creating the Enabling Environment: democratic governance; decentralisation; responsible decision making; institutional capacity development;	Empirical evaluation	Democratic governance	Office of the President, Windhoek 2004
National Civil Service System in India: Critical view Author: Mishra, (0000)	Civil Service: development;	Civil Service reform process assessment	Structural transformation	Internet: Yahoo search engines
New Zealand Civil Service Author: Mascarenhas, (0000)	Civil Service historical development: political patronage 1850-1912; civil service system; central personnel agency role 1962-1988; state sector reform 1988-1996;	Civil Service: assess reform impacts;	Transforming public service structures	Internet: Yahoo search engines
Office of the Prime Minister (OPM)	Good governance: Vision & Objectives	Qualitative evaluation	Framework for Reform: Analysis; Description;	<a href="http://www.opm.gov.na/cabsec/cab_office.htm">http://www.opm.gov.na/cabsec/cab_office.htm</a>

Policy Hub-Tools	How Policy: Measure impact; public involvement (improve policy making); “what works”; outward looking; skills improved (co-ordination & delivery); more help (finding & using evidence)	Policy: Assessment/dev elopment & evaluation	Policy Tools	File://A: index.asp. htm
PSC Report 2002/2003	Staffing in the Public Service (PS) of Namibia	Empirical evaluation	Empirical evidence	Parliament of Namibia Library
Public Sector Reform in Western Europe Authors: Toonen and Raadschelders, (1997)	Observed variety: neo-managerial reform; new public management reform; comprehensive reform; welfare state reform; regional reform; regime reform; gradualist reform; non-reform; transformation without reform;	Impact assessment: documental evidence	Reform process	Internet: Yahoo search engines
Public Service Commission	Functions: personnel auditing; staffing;	Findings report	Reform impact assessment: staffing of Public Service	Public Service Commission
Public Service Commission (PSC) of Namibia: Annual Report, 2004/2005	Personnel Audit, 2004/5: Appointments; Promotions; Resignations;	Filing posts in the Public Service	Empirical evidence	OPM/Public Service Secretariat
Public Service Staff Code, Public Service	Filling of Posts: Recruit; Selection; and	Policy Analysis: Reform process	Policy Evaluation	Legal Assistance Center

Commission, <b>Pretoria</b> December, 1976	Placing			(LAC) Library, Windhoek
Statement for the 2005/2006 Budget [Namibia] by Kuugongelwa- Amadhila (May, 2005)	Policy: parastatals reform; good governance & economic empowerment; public service efficiency and effectiveness;	Policy analysis	Public service efficiency & effectiveness;	<a href="http://www.mof.gov.na">http://www.mof.gov.na</a>
The Australian Civil Service System Author: Halligan, (000)	Civil Service development; political/admi- nistration relations; internal labour market; representativene ss; public opinion; reform and diffusion; configuration	Reform impact: empirical evaluation	Democratic governance	Internet: Yahoo search engines
The Civil Service System of the People's Republic of China	Civil Service: development; internal labour market; representativene ss; politisation; public opinion; reform and diffusion; civil service configuration;	Empirical evaluation	Cadreship principle in appointments	Burns, E-mail: <a href="mailto:hrnpbjp@hku.cc.hku.hk">hrnpbjp@hku.cc.hku.hk</a>
Wage & Salary Commission Report, November 1995	Public Service: policy, size & shape, ethos, role & developments	Empirical Evaluation: (assessment & analysis of findings)	Policy analysis: reform & rationalization	Parliament of Namibia Library

*Sources: Archival and documental data collection*

## APPENDIX: 5

### PhD IN PUBLIC AFFAIRS THESIS

*Author: Andrew Nghidinwa*

#### **Semi-structured Interview: A Questionnaire**

The information and data collected by means of this questionnaire will be treated as confidential and no personal particulars or details will be revealed or published.

**The empirical evidence being collected will help the author to better understand the Public Service reform process particularly the implementation of the Recruitment Policy and “managerialism” initiatives entailing the filling of top and senior level posts in the Central Government of Namibia.**

#### **PART I: PARTICIPANT PARTICULARS**

##### **1. Service History:**

Name: .....(Title: Mr./ Miss./ Mrs./Dr.) M/F

Position/Level (Senior/Management Cadre) .....

Experience/Number of years in the present position.....

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Period/Years of service in the same Office/Ministry/Agency.....

Name of Office/Ministry (Department)/Agency .....

Previous Experience/Number of Years.....

Name of Employer/Government Institution.....

Occupation/Rank.....



## **PART II: EMPLOYER OFFICE/MINISTRY/AGENCY (O/M/A)**

### **2. Profiles**

Some public institutions were inherited from the apartheid system of governance. Retrospectively, Government structures constituted of departments and offices responsive to legislations passed in South Africa with minimal modifications for application in the then South West Africa/Namibia. At independence, restructuring was necessary to transform the system to cater for democratic governance and level playing ground for national reconciliation.

*\* Tick as appropriate*

2.1 About the O/M/A you have so far served, was/were it/they inherited from the apartheid occupation era? Yes/No.

If yes, were the organisational structure(s) and culture(s) transformed to be compatible with new public management approaches? That is adapting to business like management principles and customer care services by creating management cadre level posts requiring specific competences such as:

Merit record \_\_\_\_\_  
Academic qualification \_\_\_\_\_  
Management experience \_\_\_\_\_  
Political maturity \_\_\_\_\_

2.2 Was the O/M/A involved in policy change to address the past imbalances?  
If old institution, indicate Yes/No.

Inherited policies \_\_\_\_\_  
Moderate/incremental policy change \_\_\_\_\_  
Completely Changed \_\_\_\_\_

New institution \_\_\_\_\_

2.3 Current state of technical-competency required as a standard level for quality and efficient service delivery are:

Demonstrated planning experience \_\_\_\_\_

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Proven leading capacity \_\_\_\_\_  
Tested organizing skills \_\_\_\_\_  
Credited co-coordinating ability \_\_\_\_\_  
Excellent communication skills \_\_\_\_\_

### **PART III. EMPLOYMENT POLICY**

#### **3. Equal Employment Opportunity (EEO) and Affirmative Action (AA)**

The Constitution of Namibia Chapter 11, Article 95 Section (a) stipulates on equal [employment] opportunities (EEO). Affirmative Action (Employment) Act, 1998 (Act 29 of 1998) universally abbreviated as AA has been in force since its promulgation into an act of parliament.

*\*In your answer tick as appropriate.*

3.1 Equal Employment Opportunity (EEO) and Affirmative Action (AA) are fundamental concepts in the employment policy adopted to address the imbalance of the past. How do your organisation define victims of discriminatory practices?

Previously disadvantaged \_\_\_\_\_

Women \_\_\_\_\_

Disabled \_\_\_\_\_

3.2 What values determine the selection criterion?

Qualification (graduate) \_\_\_\_\_

Experience \_\_\_\_\_

Skills \_\_\_\_\_

3.3 What approach meets EEO or AA requirements?

Internal promotion \_\_\_\_\_

External recruitment \_\_\_\_\_

Both \_\_\_\_\_

3.4 EEO/AA emphasise non-discrimination of whatever kind. Has this been a practice in your Office/Ministry/ Agency? Y/N

If yes, how would you evaluate the top-three in your recommendation to the Public Service Commission?

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## **PART IV: MANAGEMENT OF PUBLIC SERVICE**

### **4. Strategic Issues:**

It is common knowledge that the Central Government of Namibia is finally implementing the decentralisation policy thereby delegating some of non-key functions to the sub-national levels of government. Thus, retaining critical ones.

*\* In your answer, please describe*

4.1 To what extent has your Office/Ministry/Agency experienced down sizing in the wake of the decentralisation process?

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4.2 The posts that became vacant due to decentralisation create knowledge and skills gap between different categories of occupation. What measure is taken to close this gap?

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4.3 The central government would continue with policy intervention even in the governance of sub-national authorities. This central and sub-national/inter-governmental relation may necessarily initiate changes to policy frameworks in order to address critical issues of governance. Would your office/ministry/organisation recommend policy changes that in the interest of national coordination could enhance efficiency and effectiveness in the public service? If affirming, please specify.

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4.4 The objective of decentralisation policy is to delegate authority to the regions for decisions at grassroots. However, decentralisation of the public service is partly affected by transfers of personnel to those new structures. Would you regard this process as having empowered the grassroots?

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## **PART V: POLICY ISSUES**

### **5. Recruitment Policy**

Recruitment and selection in central government is guided by Public Service Act, 1995(Act 13 of 1995) and a *recruitment policy* regulated by the Public Service Commission (PSC). Generally, this is believed to be a pragmatic approach based on *merit system*.

- 5.1 We have learn from the staffing division of the PSC that, one characteristic of filling posts in the Public Service is to instil confidence in the *merit system*. What is the Public Service motivation in this perspective?

Public Service as the preferred employer \_\_\_\_\_  
Self-interest of applicants \_\_\_\_\_  
Competitive Salaries \_\_\_\_\_  
Social status \_\_\_\_\_  
Security of job tenure \_\_\_\_\_

- 5.2 Capacity building essentially entails staff development to enhance employee and, thus, organisation's performance. What is the most applied method(s) of improving performance in your establishment?

In-job training \_\_\_\_\_  
Workshops/Seminars (external) \_\_\_\_\_  
Short tailor-made courses \_\_\_\_\_  
Long-term studies \_\_\_\_\_

- 5.3 Do you conduct induction training for staff members of your organisation? Yes/No. If yes, indicate which job categories gets more training.

Frontline supervisors \_\_\_\_\_  
Middle level managers \_\_\_\_\_  
Senior managers \_\_\_\_\_  
Top executives \_\_\_\_\_

- 5.4 Merit system emphasise professional values – developed consciousness about organisation's performances and cultures – as requisite for top-job entry. This emphasis signals high competition among professional elites than in lower categories. As high-ranking officials are by structural standards fewer in any organisation, would you describe competition as an attempt to attract (external) and retain (internal) people with technical competencies? Yes/No  
If no, what is the best practice of filling top management cadre posts?

Recommend known cadres \_\_\_\_\_  
Elevate the lower ranks \_\_\_\_\_  
Search for innovative talents \_\_\_\_\_  
Build-up competencies to retain \_\_\_\_\_

5.5 When recruiting, what criteria do you look at as most suitable for your establishment(s)?

Qualifications \_\_\_\_\_  
Personal traits \_\_\_\_\_  
Professionalism \_\_\_\_\_  
Motivation \_\_\_\_\_  
Willingness to learn \_\_\_\_\_  
Innovativeness \_\_\_\_\_

5.6 Restructuring oversight commercialisation of services previously functions of line ministries into parastatals. How is government policy co-ordinated in this particular setting?

Through central body \_\_\_\_\_  
Cabinet Office \_\_\_\_\_  
Senior Civil Servants/Permanent Secretaries Forum \_\_\_\_\_

Strategic links (state how) \_\_\_\_\_  
New policies guided by specific Acts of Parliament \_\_\_\_\_

*\*Kindly give date of response.....*

Thank you for your assistance in this research.

Author and researcher: Mr. Andrew Ndeutalanawa Nghidinwa  
Student No. 22373609  
PhD Public Affairs 2002 Class  
University of Pretoria, RSA.

**Postal Address: Box 80462, Olympia-WINDHOEK, Namibia.**  
**Tel.+264 (063) 221232/11-w; Fax. +264 (063) 223818-w; Cell. +264 081 2857945**

**APPENDIX: 6**

18 July 2005

Mr/s .....  
Tel.....  
Fax.....

Dear Sir/Madam

**INVITATION TO PARTICIPATE IN A SEMI-STRUCTURED INTERVIEW:  
“PUBLIC SERVICE REFORM IN NAMIBIA: CASE STUDY ON CADRE  
APPOINTMENTS TO ENHANCE COMPETENCY MANAGEMENT AND  
DEVELOPMENT INITIATIVES FOR THE CENTRAL GOVERNMENT”**

My name is **ANDREW NGHIDINWA**, a student in the part-time post-graduate programme at the School of Public Management and Administration (SPMA) of the University of Pretoria, South Africa. Let me introduce the above-mentioned *evaluation research* I am presently conducting in partial fulfillment of the PhD in Public Affairs.

The research takes a *qualitative evaluation approach* to describe the public service appointments phenomenon from the insider perspective. The self-administering questionnaire has been developed and attached to expedite this contact. The data gathered would essentially compose empirical evidence for analysis. I, the author, would seek a brief but necessary follow-up session to validate the information so collected at the later date. Therefore, it is imperative that I would request for an appointment to be confirmed by telephone for the week of 25<sup>th</sup> August 2005.

There are some **55-selected** participants who would receive the same questionnaire to complete and return back to me at their earliest convenience. In this case, your invitation is number 51<sup>st</sup> requiring that mailing back would be the most appropriate mode of replying at this stage.

Kindly, accept my assurances that any piece of information collected will be treated confidentially, and ultimately, utilized wisely for this research. I will keep you posted on the latest developments.

Yours Faithfully

**ANDREW NGHIDINWA**  
**AUTHOR/EVALUATOR**

**My Address: P.O. Box 80462, Olympia-WINDHOEK**  
**Tel. 063-221232/11 (w); Fax. 063-223818 (w); Cell.0812857945/0812309418**

**APPENDIX: 7**
**SUMMARY OF STAFFING IN THE PUBLIC SERVICE OF THE REPUBLIC OF NAMIBIA**

46,767 total staff members in the Public Service of Namibia (31<sup>st</sup> March 2004 to 30<sup>th</sup> April 2005)

<b>POSTS CURRENTLY FILLED</b>			<b>74 756</b>
To arrive at the total of staff members, the following were subtracted from the above figure:			
Political Office Bearers and other Office Bearers			262
Namibia Defense Force (NDF) (Military)			14 799
Namibian Police (NamPol) (Uniform)			11 443
Prisons and Correctional Services (Uniform)			1 464
Electoral Commission of Namibia			21
<b>SUB TOTAL</b>			<b>27 989</b>
<b>GENDER BREAKDOWN</b>			
Gender	Greater Public Service	13 Regional Offices	<b>TOTAL</b>
Male	23 454	358	23 812
Female	22 308	647	22 955
<b>GRAND TOTAL</b>	45 762	1 005	<b>46 767</b>

*Source: Annual Report of the Public Service Commission of Namibia 2004/2005*

**APPENDIX: 8**
**APPOINTMENTS IN MANAGEMENT POSTS (GRADE 4A L1 – 6B) DURING THE PERIOD 1<sup>ST</sup> APRIL 2004 TO 31<sup>ST</sup> MARCH 2005**

Ministry of Basic Education, Sport and Culture	2
Ministry of Agriculture, Water and Rural Development	1
Ministry of high Education, Training and Employment Creation	1
Office of the Attorney General	9
Ministry of Justice	1
Ministry of Regional and Local Government and Housing	15
<b>TOTAL</b>	<b>29</b>

*Source: Annual Report of the Public Service Commission of Namibia 2004/2005*

**APPENDIX: 9**
**APPOINTMENTS IN POSTS BELOW MANAGEMENT THE PERIOD BETWEEN 1<sup>ST</sup> APRIL 2004 TO MARCH 2005**

Office of the President	1
Office of the Prime Minister	1
Office of the Attorney General	1
National Assembly	1
Ministry of Basic Education, Sport and Culture	6
Ministry of High Education Training and Employment Creation	1
Ministry of Agriculture, Water and Rural Development	2
Electoral Commission of Namibia	1
Ministry of Justice	2
Ministry of Labour	7
Ministry of Mines and Energy	1
Ministry of Regional and Local Governments and Housing	30
Ministry of Works, Transport and Communication	2
<b>TOTAL</b>	<b>56</b>

*Source: Annual Report of the Public Service Commission of Namibia 2004/2005*

**APPENDIX: 10**
**PROMOTIONS IN MANAGEMENT POSTS (GRADES 4A L1 – 6B)**

Office of the President	2
Office of the Prime Minister	3
Ministry of Basic education, Sport and Culture	4
Ministry of High Education, Training and Employment Creation	1
Ministry of Agriculture, Water and Rural Development	2
Ministry of Environment and Tourism	1
Ministry of Finance	2
Ministry of Fisheries and Marine Resources	2
Ministry of Health and Social Services	9
Ministry of Justice	30
Ministry of Labour	1
Ministry of Regional and Local Governments and Housing	2
Ministry of Trade and Industry	1
Ministry of Women Affairs and Child Welfare	4
Ministry of Works, Transport and Communication	2
<b>TOTAL</b>	<b>66</b>

*Source: Annual Report of the Public Service Commission of Namibia 2004/2005*



**APPENDIX: 11**
**WAGES COMMISSION (WASCOM) 1995 RECOMMENDED STRUCTURE FOR JUNIOR MANAGEMENT BANDS.**

<b>Band</b>	<b>Grade</b>	<b>Minimum Qualification</b>	<b>Functional Level</b>	<b>Definitions</b>	<b>Description</b>
<b>1</b>	<b>A</b>	None	Unskilled	Defined decisions with no element of choice	Routine tasks of simple nature requiring very elementary skills.
	<b>B</b>	None plus experience or below grade 10	Unskilled Semi-skilled	Automatic Decision with no very simple choices. Low-level day-to-day supervision of conventional nature.	Routine tasks of a specific nature that require limited expertise or basic training
	<b>C</b>	Grade 10	Semi-Skilled Skilled	Automatic decisions of a routine nature within specific rules. Low level day-to-day supervision of conventional nature	Routine tasks of general administrative/clerical/technical nature that require specific formal or on the job training.

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<b>2</b>	<b>A</b>	Grade 10	Semi-skilled, Skilled Technical	Regulated decisions and specialized functions of a general nature with very limited discretion. Direct Day-to-day supervision of a conventional nature.	Job requires expertise of a general administrative/clerical/technical nature with a need for some interpretation. Jobs that require high physical demands and/or some technical skills
	<b>B</b>	Grade 12	Skilled Technical	Regulated decisions on administrative/clerical/ Technical functions of a more complex nature with some direction. Direct day-to-day supervision of a conventional nature.	Job requires specific expertise, skill and concentration on issues that are relatively clear with specific aspects to take into consideration.
	<b>C</b>	Grade 12 plus experience		Regulated decisions. Specialized administrative/technical functions at high level. Direct day-to-day supervision of a conventional nature.	Job is of a complex/sensitive nature with various possible solution or approaches.

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<b>3</b>	<b>A</b>	Post grade 12 or grade 12 plus experience or completed apprenticeship	Skilled Technical Professional Junior Management	Processing decisions. Operational decisional in specialized administrative/clerical/technical fields.	Specific experience and training is required. Analysis of operational situations to produce best approaches or methods to achieve planned targets and objectives.
	<b>B</b>			Processing decisions. Operational decisional in specific fields of expertise. Coordination and supervision of a small group of staff.	Matters of an especially complex and sensitive nature requiring a high degree of competency. Analysis and advice on policies, procedures and techniques.

*Source: WASCOM Report 1995, Government of Namibia*

**APPENDIX: 12**
**WAGES COMMISSION (WASCOM) 1995 RECOMMENDED SALARY STRUCTURE FOR MIDDLE AND SENIOR MANAGEMENT BANDS.**

<b>Band</b>	<b>Grade</b>	<b>Minimum Qualification</b>	<b>Functional Level</b>	<b>Definitions</b>	<b>Description</b>
<b>4</b>	<b>A</b>	Professionally qualified or grade 12 plus extensive experience or expertise	Specialist Middle Management	<p>Interpretive decisions involving a choice from a few options. Specialist/experts in specific scientific/administrative/ Technical fields.</p> <p>Advise to senior management on specialist subjects and policy issues.</p>	<p>Decisions are concerned with planning and organising resources to achieve targets and objectives for specific topic of business within a function.</p>

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	<b>B</b>			<p>Interpretive decisions involving a choice from a variety of options. Specialist/experts in specific scientific/administrative/technical fields.</p> <p>Advise to senior management on specialist subjects and policy issues.</p>	<p>Decisions are concerned with planning, organising and achieving targets for a discrete organisation involving two or more topics within a function.</p>
<b>5</b>	<b>A</b>	Professionally qualified or grade 12 plus extensive experience or expertise	Specialist Senior Management	<p>Programming decisions determining the method of implementing agreed policy.</p> <p>Specialist/experts in specific scientific/administrative/technical fields of high complexity. Advice on complex specialist, administrative and policy issues with high policy risk.</p>	<p>Decision will establish important precedents and require new/revised processes and procedures covering or more functions</p>
	<b>B</b>			<p>Responsible for several specific delegations of functions. Deputise on a regular basis for those in the Policy making band, with discretion to make decisions.</p>	

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<b>6</b>	<b>A</b>	Professionally qualified or grade 12 plus extensive experience or expertise	Policy making	Policy decision of a largely undefined nature in which precedent does not apply, and post and present practice are of little relevance. Overall responsible and accountable for all aspects of major functional areas.	Decisions affect the aims, objectives and policy of an entire major area of Government business.
	<b>B</b>			Policy decisions of a largely undefined nature in which precedent does not apply, and post and present practice are of little relevance. Overall responsibility and accountability for all aspects of a major functional area. Wider responsibility for specific aspects of the performance of other major functional areas.	Decisions effect the aims, objectives and policy of an entire major area of Government business; and also have a significant impact on other major areas.

*Source: WASCOM Report (1995), Government of Namibia*

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**APPENDIX: 13**
**AFFIRMATIVE ACTION SCHEDULING OF CANDIDATES FOR ADVERTISED POSTS IN THE PUBLIC SERVICE OF NAMIBIA**
**ZO/353(1)**

Office/Ministry/Agency	Advertised Requirements	Advertised	Outside	Within
		On		
		Closing Date		

Name Job/Description O/M/A Employer	Namibian Citizen- ship Yes/No	Gender	* A / D	Age (yrs)	** Scale of Salary (Min/Max)	** Date of confirmation of probation in current post	Qualification and date attained	English Language Prof- cogency	*** Experience (yrs/mths)		** Promotion assessment	Motivated exposition of suitability (or/otherwise) for post
									App	Not App		

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**Note:** List all applicants, first those within the Public Service and those from outside the Public Service

\* A = Advantage, D = Disadvantage

\*\* These columns are not to be completed in respect of applicants from outside the service

\*\*\* Since attainment of the minimum educational qualification

*Source: Department of Public Service Management, OPM*